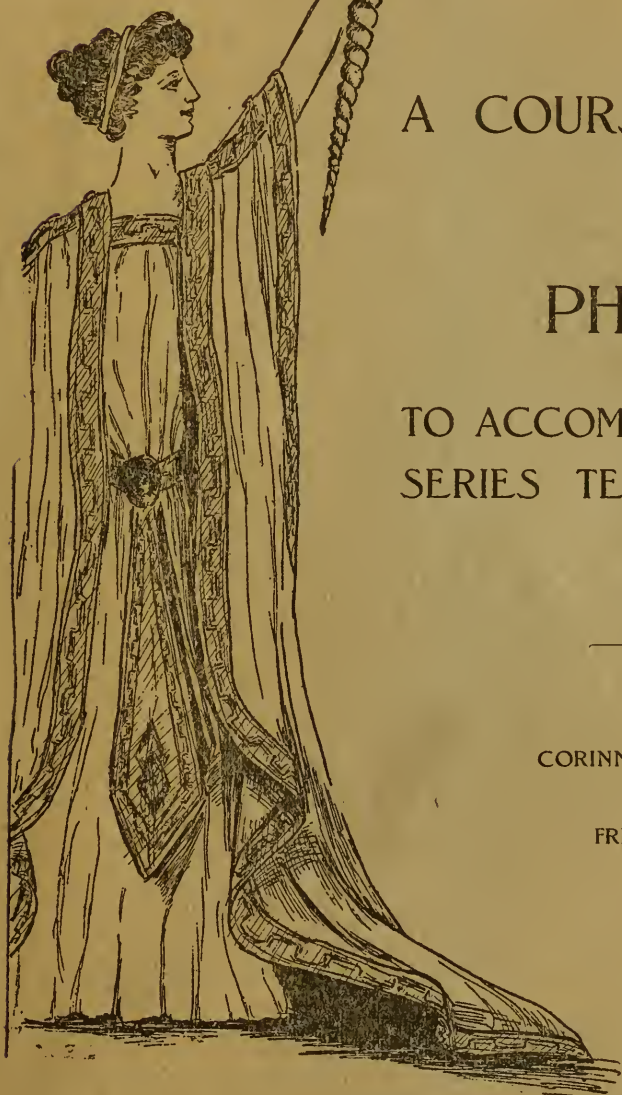


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SAN FRANCISCO
STATE NORMAL SCHOOL

BULLETIN No. 16



A COURSE OF STUDY
IN
PHONICS
TO ACCOMPANY THE STATE
SERIES TEXTS IN READING

PART I

BY
CORINNE H. JOHNSTONE
AND
FREDERIC BURK

F 12-1293

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[Continued inside back cover.]

SAN FRANCISCO STATE NORMAL SCHOOL

BULLETIN No. 16

A COURSE OF STUDY

IN

PHONICS

PART I

TEACHER'S EDITION

NOTE.—It is intended that this Teacher's Edition shall be used to accompany the Phonic Exercise books in the hands of pupils (see advertisement, inside cover pages Bulletin No. 16).

BY

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FRIEND WM. RICHARDSON, SUPERINTENDENT OF STATE PRINTING
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FOREWORD TO TEACHER.

There are a number of very good phonic methods in use. One defect in practically all of them, however, is that they are not worked out in sufficient detail. They leave too much to the imaginative, inventive ingenuity and labor of the teacher. The method herewith submitted claims no great originality. It simply undertakes to furnish the teacher with the plan and materials for each lesson in specific detail.

This method can be used by the teacher in two ways: (1) placing a lesson upon the blackboard and drilling the pupils orally, or (2) providing each pupil in the class with the Pupils' Exercise Book, which contains the same lessons (see advertisement, inside cover Bulletin No. 16). The latter system can, of course, be made much more effective for the pupils and with less labor to the teacher.

GENERAL INSTRUCTIONS.

DIRECTIONS FOR BOARD PRINTING.

1. The print should be large.
2. Press firmly upon the chalk so that each word will stand out clear and strong.
3. In sentence printing, keep the letters of each word close together; leave good spacing between words.

TO CONDUCT A PHONICS LESSON.

1. All work is first to be given in concert. (Exceptions are specified.)
2. Concert work is followed by individual work.
3. Each time the teacher or pupil sounds a phonetic part, the pointer should be moved along under the exact part sounded.

GAMES AND DEVICES.

Game 1.

- (a) Let one child leave the room.
- (b) Another child is appointed doorkeeper.
- (c) Class now selects a word from a certain column or group.
- (d) The doorkeeper tells child outside to come in.
- (e) Teacher says, "We have selected a word in this column."
- (f) Child walks up to the column designated, takes pointer, and guesses in this way—

(Child) "Is it s-ay say?"

(Class) "No, it is not s-ay say."

(Child) "Is it d-ay day?"

(Class) "Yes, it is d-ay day."

Game 2.

- (a) All pupils close eyes.
- (b) Teacher selects a certain word.
- (c) Pupils open eyes.
- (d) Pupils guess as in Game 1.

Game 3.

- (a) Have words printed in columns on board.
- (b) Have individuals come forward and point to word or word-form sounded by teacher.

(NOTE.) 1. No child should be called upon for but one word.
2. Three is a safe number to give each child.

Game 4.

- (a) Teacher begins at one side of class and goes straight through, walking up and down the aisles, so that each child will be given an equal number of chances.

(b) If pupil sounds flash card presented, correctly, it is put upon his desk.

(c) If pupil misses, he gets no card.

- (d) At the close of the lesson, count cards to see who has the largest number.

Game 5.

1. Teacher distributes flash cards, some containing word-forms and some initials.
2. Teacher says, "Now I am going to call for words. I want l-ay lay."
3. Children who have *l* and *ay* walk forward, put their cards together to form the word.
4. Class repeat in concert, "l-ay lay."

Device 1.

- (a) Draw a fence upon the board.
- (b) Print words or sounds on the rails.
- (c) Pupil may walk along a rail by sounding the words on that rail.
- (d) If he misses a word, he has fallen off the rail and some other pupil must help him on again.

Device 2.

- (a) Draw a hill upon the board.
- (b) Have pupils run up one side of the hill and slide down the other side, by naming the sounds printed on the sides of the hill.

Device 3.

- (a) Draw a ladder. At the top of it, draw some object for which the child is to climb.
- (b) Child who sounds the words printed on the rungs of the ladder has his name written by the object.

Device 4.

- (a) Draw circles with colored chalk to represent balloons.
- (b) Print words to be sounded within the circles.
- (c) Pupils sounding words get their names or initials written on balloons.

Device 5.

- (a) Draw stairs upon the board.
- (b) Print words or word-forms on stairs.
- (c) Have pupils climb up and down stairs.

Device 6.

- (a) Draw the outline of a book upon the board.
- (b) Print words to be sounded upon the book.
- (c) Have pupils read the book.

Device 7.

- (a) Draw a flag in red, white, and blue crayon.
- (b) Children sound the words which are printed on the stripes.

Device 8.

- (a) Draw a large apple upon the board.
- (b) Print all over the apple the letters to be sounded.
- (c) Children eat the apple by erasing each letter as it is sounded.

Device 9.

- (a) Draw many falling leaves upon the board.
- (b) Print words upon or by the leaves.
- (c) Let each child come forward and catch three leaves.

Device 10.

(a) Draw cornucopias containing strawberry (pink crayon), vanilla (yellow), and chocolate (brown), ice cream.

(b) Print words upon cornucopias.

(c) Give cornucopias to pupils sounding words correctly.

Device 11.

(a) Draw a telegraph pole.

(b) Print words up and down and extending outward at right angles from the pole.

(c) Have pupils climb up and down the pole.

Directions for Teaching Sight Reading (see Lesson 15).

The purpose of sight reading is to train the pupil in the application of known phonic facts. Print the sentences upon the board or have pupils use the Pupils' Exercise Books. Give the class a moment to study each sentence. Call especially upon pupils who can *not* read the sentence. Help them develop the words they do not readily recognize. If the failure to get words is due to the fact that pupils do not recognize forms gone over, jot down for future drill all phonograms missed.

Or, as another device, the class may be divided into sections. The strong pupils may be given the entire lesson to work out. Teach those pupils, who can, to be independent. At the close of the lesson these pupils may read aloud from their seats any sentences called for. The weaker pupils may be given one sentence at a time to study, either the same or different, and as they are called upon, each may come to the teacher's desk to receive help. Sentences read aloud at the teacher's desk should be read softly so that the pupils studying at seats will not depend upon what they may hear.

The rhymes introduced may be handled in the same way, as a rhyme of four lines is merely the equivalent of four sight sentences. In a rhyme of four lines, four children may be helped at the teacher's desk at one time, each child being given a different line. When each child has his line ready, the rhyme may be put together by having each child read his line in turn.

A COURSE OF STUDY IN PHONICS.

LESSON 1.

As soon as the word, *play* (Primer, page 3) is learned as a sight word, phonic work may begin.

- (a) Print the word *play* upon the board.
- (b) Have class tell what the word is.
- (c) Cover *pl* with an eraser.
- (d) Tell class that the part of the word which they can see is *ay*.
- (e) Have class repeat *ay* in concert.
- (f) Have several individuals say *ay*.
- (g) Under the word *play* which is printed upon the board, print *ay*, as,

play

ay

(h) Cover *pl* and show class that *ay* below is just like the part of *play* that is not covered.

(i) Have several individuals come forward and point to *ay* or *play* as the teacher directs. Insist that child says the word or word-form to which he points.

LESSON 2.

(1) **say**

ray

day

(2) **bay**

gay

gay

(3) **pay**

fay

shay

In conjunction with *ay*, introduce s. r. p, b, g. n. d. f, sh by imitation.

To Teach Lesson 2.

1. First take column 1 only.

(a) The teacher says, "s-ay, say."

(b) The children repeat in concert, "s-ay, say."

(c) The children repeat, "s-ay, say," three times as the teacher points to the exact part the class is saying.

(a) The teacher says, "r-ay, ray."

(b) The children repeat in concert, "r-ay, ray."

(c) The children repeat, "r-ay, ray" three times.

- (d) Children now sound the first and second words in concert several times.
 - (e) Work over *day* as you did *say*.
 - (f) Children now sound column 1 in concert.
2. Concert work is always followed by individual work.
 - (a) Have many children in succession come forward and sound words of column 1.
 - (b) Print column 1 upon board. Play *Game 1*.
 - (c) If children need further drill, use any of the devices given.
 3. Work over column 2 just as you did column 1.
 4. Review columns 1 and 2.
 - (a) Concert work first.
 - (b) Individuals come forward and sound.
 - (c) Use any games or devices for further drill.
 5. Work over column 3 just as you did columns 1 and 2.
 6. Review columns 1, 2 and 3 just as you did columns 1 and 2.

LESSON 3.

As soon as Lesson 2 is learned, break up its words into their phonetic parts. Method:

- (a) Print *say* upon the board.
- (b) Have class tell what the word is.
- (c) Cover *s*. Have class tell the part of the word to be seen.
- (d) Cover *ay*. Tell class to begin to say *say*.
- (e) Have individuals sound *s*.
- (f) Tell class that *s* is the sound made by the snake.
- (g) Proceed in same way to break up the other words.

Directions for Using Flash Cards.

Teacher now begins to make out her flash cards.

Through Part I, the very first thing a teacher does at the beginning of each lesson is to review all the phonetic parts her class has had.

For consonants. Use manila cards about four and one half by five inches. Let the print be rather large and heavy so that it can be easily seen.

On one side of the card, print the consonant. If the same consonant is printed on the back of the card in the upper right hand corner, it will be found convenient for quick flash card work.

For word-forms. On one side of the flash card, print the word-form. On the other side, print upside down the known word from which the word-form was obtained.

In flashing the cards, if a child hesitates in sounding a word-form, show the reverse side of the card, and the known word will suggest the form.

In flashing the cards, stand back from the class so that entire class may be seen at a glance.

Avoid holding the cards too low. Hold them at such a height that the letter in the corner of the card and also the children's faces may be seen without glancing down and then up.

As new phonetic parts are learned, group the flash cards for drill. Put all the initials (s, r, p, b, g, n, sh, etc.) in one group; all the word-forms (ay, un, ain, ap, ash, etc.) in the second group; and the endings (s, ing, ed, etc.) in the third group.

LESSON 4.

(1) sun run dun	(2) bun gun nun	(3) pun fun shun
--	--	---

1. Drill from flash cards which now contain the nine initials from Lesson 2, and the word-form *ay*.

2. *run*—Known word on page 5 of Primer.

3. Break up *run* just as you did *play* in Lesson 1.

4. Blend the nine initials of Lesson 2 with *un*. Use this method:

(a) (Teacher): "I am going to say this first word two times quickly."

(b) The teacher now sounds *s-un*, *s-un* quickly, slurring the sound of *s* into the sound of *un* without changing the inflection of the voice.

(c) Proceed with *run* and *dun* as with *sun*.

(d) Have class sound each word in column 1, two times quickly.

(e) Have individuals come forward, take pointer, and sound column 1.

5. Work the lesson over by columns as you did Lesson 2.

6. Add *un* to flash cards.

LESSON 5.

{ say day } { sun dun }	{ gay pay } { gun pun }
{ ray bay } { run bun }	{ nay fay } { nun fun }
{ gay shay } { gun shun }	{ say nay } { sun nun }

1. Drill from flash cards.

2. In this lesson, each group of four words rhymes. Teacher tells class about the little rhymes and then has class listen while she says, "s-ay, say; s-un, sun; d-ay, day; d-un, dun."

3. Class now sound first group as the teacher points.

4. Individuals come forward, take pointer, and sound the first group.

5. Work over remaining groups, one by one, in same manner.
6. After a lesson or two of this type, step two may be omitted.

LESSON 6.

(1) say	(2) ray	(3) run	(4) nay
dun	bay	sun	shun
fun	gun	day	pun
gay	nun	bun	shay
pay	fay		

1. Drill from flash cards.
2. Concert work on column 1. Use method given in Lesson 4.
3. Individual work on column 1.
4. Handle remaining columns, one at a time, as you did column 1.

LESSON 7.

(1) sin	(2) pin	(3) shin
din	bin	fin

1. Drill from flash cards.
2. *in*—Known word on page 17 of Primer.
3. Children sound words of this lesson in concert by method given in Lesson 4, as the teacher points.
4. Any of the games or devices given may be used for individual drill.
5. Add *in* to flash cards.

LESSON 8.

Review.

(1) say	(2) fun	(3) fin	(4) sun
pin	bay	gun	din
run	shin	fay	shay
(5) gay	(6) bin	(7) sin	(8) dun
nun	day	pun	pay
bun	shun	ray	nay

1. Drill from flash cards.
2. Have individuals come forward and sound any three of above words designated by teacher. (See Lesson 4 for method of sounding.)

LESSON 9.

(1) fain	(2) rain	(3) dain	(4) sand
gain	bain	pain	band

1. Drill from flash cards.
2. *and, rain*—Known words from pages 3 and 15 of Primer.
3. Break up *rain* as you did *play* in Lesson 1.
4. Build above words in concert. (See Lesson 4 for method.)
5. Have individuals come forward and build words.
6. Use any of devices or games given, for extra drill.
7. Add *and* and *ain* to flash cards.

LESSON 10.

{ band	sand }	{ band	sand }
{ bun	sun }	{ bay	say }
{ fain	rain }	{ gain	dain }
{ fun	run }	{ gun	dun }

1. Drill from flash cards.
2. To handle Lesson 10 (see Lesson 5).

LESSON 11.

Review.

(1) shay	(2) run	(3) sand	(4) fain
band	bain	ray	din
fay	gun	gay	bun
dain	day	dun	say
sin	shun	shin	fin
rain	bin	nun	bay

1. Drill from flash cards.
2. Handle Lesson 11 as you did Lesson 8.

LESSON 12.

(1) an	(2) ad	(3) ash
ap	af	
ab	ag	

1. Print *a* upon the board.
2. Sound short *a* (as in *at*) for the class.

3. Have class repeat in concert at least three times.
4. Have many individuals sound short *a*.
5. Add *a* to your flash cards.
6. Combine short *a* with *n, p, b, d, f, g* and *sh* which children know.
7. Print Lesson 12 upon the board.
8. Teacher says, “*a, n—an,*” slurring as in Lesson 4, and pointing to the parts she sounds.
9. Class repeat in concert, “*a, n—an.*”
10. Teacher says, “*a, p—ap.*”
11. Class repeat, “*a, p—ap.*”
12. Class sound first and second word-forms.
13. Teacher says, “*a, b—ab.*”
14. Class repeat, “*a, b—ab.*”
15. Class sound first, second and third word-forms.
16. Have individuals work on Column 1. Do not take Column 2 until Column 1 is known.
17. Proceed with Column 2 as with Column 1.
18. Drill upon Columns 1 and 2 combined.
19. As the word-forms are learned, add them to your flash cards.

LESSON 13.

(1) ran	(2) nap	(3) fad
sap	dash	shag
dab	pad	rap
fag	bag	ban
shad	gap	sad
sag	rad	Dan

The above lesson combines the known consonants with the word-forms just learned.

1. Have individuals come forward, take pointer, and sound three words each, or give class a moment to prepare two or three words before calling upon any one.

LESSON 14.

(1) sash	(2) rag	(3) bad
dad	gab	pan
nag	fan	shab
san	rab	dag
bash	gash	rash

1. Handle above lesson just as you did Lesson 13.

LESSON 15.

Sight sentences. (See General Instructions, page 6.)

1. The bad boy ran away.
2. Run to the bag with the rag.
3. Dan ran on the sand.
4. Come rap on the pan with the fan.
5. The girl's sash is gay.
6. The boys dash for the buns.
7. The sun's rays play on the bay.

LESSON 16.

(1) hay

hun

hand

(2) hap

hash

had

(3) hag

1. Drill from flash cards.
2. Present consonant *h*. Ask the class what sound they make when tired. *h* is the tired sound.
3. Have class sound *h* several times.
4. Concert work on above columns.
5. Have individuals come forward, take pointer, and sound the group designated by teacher. (If any child has trouble in blending, see Lesson 4.)
6. Use games or devices if further drill is needed.
7. Add *h* to flash cards.

LESSON 17.

{ had sad }	{ had bad }
{ hand sand }	{ hand band }
{ hay gay }	{ hay pay }
{ hun gun }	{ hun pun }
{ hay ray }	{ hay nay }
{ hun run }	{ hun nun }

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 18.

(1) sand	(2) bad	(3) hay	(4) rain
gay	din	sad	fay
hash	fain	fin	shin
band	hand	nap	fad

1. Drill from flash cards.
2. Have individuals come forward and sound any column designated.

LESSON 19.

Rhymes for sight reading. (See General Instructions, page 6.)

**Ay-ay, un-un, in-in, and,
Bay-bay, bun-bun, bin-bin, band,
Jump with me into the sand.**

**Bad little Dan,
Ran to sad little Nan,
With a bun in a pan.**

**Aban, abun,
Dash had some fun ;
Aban, abash,
Dash had some hash.**

**Who is a bad boy ?
Little Dan.
Who is a gay girl ?
Little Fan.**

LESSON 20.

(1) lay	(2) lain	(3) lad
lin	lap	lag
land	lash	

1. Drill from flash cards.
2. Present consonant *l*. Sound it for class.
3. Have class sound *l* several times.
4. Give concert work on above columns.
5. Have individuals come forward and sound at least three words.
6. Add *l* to flash cards.

LESSON 21.

{ lag	sag }	{ lag	bag }
{ land	sand }	{ land	band }
{ lap	gap }	{ lap	rap }
{ lain	gain }	{ lain	rain }
{ lad	gad }	{ lad	sad }
{ lash	gash }	{ lash	sash }

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 22.

(1) say	(2) sun	(3) sin	(4) sand
ray	run	rin	rand
pay	pun	pin	pand
bay	bun	bin	band
nay	nun	nin	nand
day	dun	din	dand

1. Drill from flash cards.
2. Have individuals read above columns down, up, and across.

LESSON 23.

(1) may	(2) mash	(3) main
mag	map	min
mad	man	mand

1. Drill from flash cards.
2. Present consonant *m*. Ask the class what sound the cow makes.
3. Have class sound *m* three times.
4. Concert work on above columns.
5. Individual work on above columns.
6. Add *m* to flash cards.

LESSON 24.

{	main	bain	}	{	main	lain	}
{	mand	band	}	{	mand	land	}
{	may	ray	}	{	may	pay	}
{	main	rain	}	{	main	pain	}
{	may	pay	}	{	may	day	}
{	min	pin	}	{	min	din	}
{	main	pain	}	{	main	dain	}

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.

LESSON 25.

(1) sag	(2) dab	(3) gain	(4) shun
rash	ban	pad	had
lain	map	sap	ray
Dan	ban	gap	nun
pain	fin	shun	hand
lad	lain	gash	pun

1. Drill from flash cards.
2. Have individual work only on above lesson. Some of the games may be used for pleasant individual work.

In lessons in which no new work is presented, children may, for variety, recite in order of seating. The first child runs up quickly on tiptoe. By the time he has sounded three words, the second child should be ready to take the pointer from the first child. In this way, no time is lost. The quick work also appeals to the children.

LESSON 26.

Sight sentences.

1. The bad boy ran to the bay.
2. May had the sash in her lap.
3. The girls lay on the sand.
4. Go lash the man to the tree.
5. Hand the pin to me.
6. The gash may pain you.

LESSON 27.

A few compound and two-syllable words:

May-day

gain-say

pay-day

Finland

sand-bin

Sunday

rag-bag

unpin

sand-man

1. Drill from flash cards.
2. Build above words. Children may need a little help here. If so, build the two parts of two or three words and show the class how you put the two parts together to make one long word.
3. Concert work. Class sounds as teacher points.
4. Individuals take pointer and build words.

LESSON 28.

Add *s*.

(1) **gains**

(2) **suns**

(3) **lands**

(4) **days**

pays

sins

pins

shins

runs

bands

rays

pains

lays

rains

guns

sands

1. Drill from flash cards.
2. In the lesson above, the teacher pronounces two or three words for the class, pointing to each part as it is pronounced, and emphasizing the ending *s*.
3. Handle one column at a time, giving concert work first and following with individual work.

LESSON 29.

Add *ing*.

(1) **saying**

(2) **landing**

(3) **sanding**

paining

raining

haying

handing

maying

laying

gaining

paying

sinning

gunning

pinning

dinning

shunning

sunning

running

1. Drill from flash cards.
2. Present above lesson as you presented Lesson 28.

LESSON 30.

1. Dash is running on the sand.
2. May-day is a gay day.
3. The man is paying for the shad.
4. Nan lays the pin on the pan.
5. A nag may lag.
6. See the sap run from the tree.

LESSON 31.

(1) **sing**
bing

(2) **ring**
ding

(3) **ping**
ling

1. *sing*—Known word in Primer, page 24. Break up *sing* to get *ing*. (See Lesson 1.)
2. Build the above words in concert. Blend as in Lesson 4.
3. Have individual work on lesson.
4. Add *ing* to flash cards.

LESSON 32.

<p>{ sing ring }</p> <p>{ say ray }</p> <p>{ sing ping }</p> <p>{ say pay }</p> <p>{ sing ding }</p> <p>{ sun dun }</p> <p>{ sing ring }</p> <p>{ sun run }</p>	<p>{ sing bing }</p> <p>{ say bay }</p> <p>{ sing ding }</p> <p>{ say day }</p> <p>{ sing bing }</p> <p>{ sun bun }</p> <p>{ sing ping }</p> <p>{ sun pun }</p>
---	---

1. Drill from flash cards.
2. Handle Lesson 32 as you did Lesson 5.

LESSON 33.

Add *ing* to—

(1) **sing**
ring
ding

(2) **bag**
nag
lag

(3) **nap**
lap
rap

(4) **dash**
mash
gash

1. Drill from flash cards.
2. See Lesson 29 to handle above lesson.

Rhymes for sight reading.

Ding a ling,
 The birds may sing.
 The boy may run
 Around the ring.

Shing-shing, shand-shand,
 Shay-shay, shuns,
 Girls and boys
 May have some buns.

R is for ring,
 G is for gain,
 S is for sing,
 P is for pain.

- (1) There was a little land.
 There was a little sand.
 The sand on the land,
 And the land in the sun,
 And the little girls jump for fun, for fun,
 And the little girls jump for fun.
- (2) There was a little land.
 There was a little ring.
 The ring on the sand,
 And the sand on the land,
 And the land in the sun,
 And the little girls jump for fun, for fun,
 And the little girls jump for fun.

- (3) **There was a little land.
 There was a little tree.
 The tree in the ring,
 And the ring on the sand,
 The sand on the land,
 And the land in the sun,
 And the little girls jump for fun, for fun,
 And the little girls jump for fun.**

LESSON 35.

(1) sell	(2) Nell	(3) mell
pell	dell	shell
bell	fell	

1. Drill from flash cards.
2. *tell*—Known word, Primer, page 40. Break up *tell* to get word-form *ell*. (See Lesson 1.)
3. Build above lesson as you did Lesson 4.
4. Handle but one column at a time, taking concert work first and then follow with individual work.
5. Add *ell* to flash cards.

LESSON 36.

{ sell pell }	{ sell bell }
{ sad pad }	{ sad bad }
{ fell dell }	{ fell bell }
{ fan Dan }	{ fan ban }
{ bell Nell }	{ bell sell }
{ bag nag }	{ bag sag }
{ sell bell }	{ sell mell }
{ say bay }	{ say may }

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.

LESSON 37.

sook
book

rook
nook

look
hook
shook

1. Drill from flash cards.
2. *look*—Known word, Primer, page 47. Break up *look* to get word-form *ook*. (See Lesson 1.)
3. Build above words.
4. Add *ook* to flash cards.

LESSON 38.

{ **sell** **bell** }
{ **sook** **book** }

{ **sell** **Nell** }
{ **sook** **nook** }

{ **book** **sook** }
{ **band** **sand** }

{ **book** **hook** }
{ **band** **hand** }

{ **sook** **rook** }
{ **sag** **rag** }

{ **sook** **shook** }
{ **sag** **shag** }

{ **look** **sook** }
{ **lap** **sap** }

{ **look** **nook** }
{ **lap** **nap** }

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 39.

- | | | | |
|-----------------|-----------------|-----------------|----------------|
| (1) sing | (2) rook | (3) Nell | (4) lad |
| fanning | gadding | dashing | handing |
| rags | gaps | pans | lays |
| dell | shook | ring | ling |
| selling | gabbing | paining | lapping |
| looks | shells | bells | bags |
| nab | shinning | maying | hook |
| ding | sook | fell | lain |
| rays | pays | lays | nags |

1. Drill from flash cards.
2. Individual work on Lesson 39. Let each child who comes forward

sound two or three words. Call upon the children rapidly so that the second child is ready for the pointer as soon as the first child is through with it. Teach children to run to and from the board on tiptoe.

LESSON 40.

Sight sentences.

1. Look for the book in the nook.
2. Nell ran over the shells.
3. The bell says, "Ding a ling."
4. The boy looked for the hook.
5. The pan fell from her hand.
6. The girl had some shells in a bag.

LESSON 41.

od

og

ol

on

of

om

op

osh

ob

1. Print *o* upon the board.
2. Sound short *o* for the class.
3. Have class repeat several times.
4. Have many individuals sound short *o*.
5. Add *o* to flash cards.
6. Combine short *o* with *d, n, p, g, f, sh, l, m, b* and print upon board.
7. Teacher says, "*o, d—od.*" slurring the sounds as in Lesson 4, and point to each part sounded.
8. Class repeat in concert, "*o, d—od.*"
9. Teacher says, "*o, n—on.*"
10. Class repeat, "*o, n—on.*"
11. Class sound first and second word-forms.
12. Teacher says, "*o, p—op.*"
13. Class repeat, "*o, p—op.*"
14. Class sound first, second, and third word-forms.
15. Individuals now sound Column 1.
16. Do not take Column 2 until Column 1 is learned. Then proceed with Columns 2 and 3 as with Column 1.
17. As forms are learned, add them to flash cards.

LESSON 42.

sod	mop	sop
fop	sob	fog
hod	dog	bosh
bog	shop	mob
rob	pod	pop
log	fob	rod

1. Drill from flash cards.
2. Individual work on Lesson 42.

LESSON 43.

Sight sentences.

1. The dog is resting by the log.
2. Bob had a rod and hook.
3. The dog ran after the hog.
4. The man is selling books.
5. The bird hops to the nest.
6. Nan shook the shells from her lap.

LESSON 44.

(1) way	(2) wing	(3) wain	(4) wag
win	well	wook	

1. Drill from flash cards.
2. Introduce *w*. Ask the children if they have ever heard the wind sing on a stormy night. Let them tell you what the wind says. Also let them look at one another's mouths to see how round they are.
3. Take above lesson, handling it the same as Lesson 4.
4. Add *w* to flash cards.

LESSON 45.

{ way	fay }	{ way	shay }
{ win	fin }	{ win	shin }
{ wing	sing }	{ wing	ding }
{ well	sell }	{ well	dell }
{ wain	rain }	{ wain	gain }
{ wag	rag }	{ wag	gag }
{ well	bell }	{ well	shell }
{ way	bay }	{ way	shay }

1. Drill from flash cards.
2. Handle above lesson as you did Lesson 5.

LESSON 46.

(1) rest	(2) nest	(3) west
pest	lest	hest
best	fest	

1. Drill from flash cards.
2. *nest*—Known word, Primer, page 56. Break up *nest* to get word-form *est*. (See Lesson 1.)
3. Build above lesson, handling same as Lesson 4.
4. Add *est* to flash cards.

LESSON 47.

{ best	west }	{ best	lest }
{ bain	wain }	{ bain	lain }
{ rest	pest }	{ rest	nest }
{ rot	pot }	{ rot	not }
{ rag	hag }	{ rag	nag }
{ rest	hest }	{ rest	nest }
{ hest	lest }	{ hest	rest }
{ hash	lash }	{ hash	rash }

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 48.

(1) tell	(2) test	(3) took	(4) tag
tin	tain	tun	tog
ting	tap	tan	Tom

1. Drill from flash cards.
2. Introduce *t*. This is the sound made by the watch. Have class make the watch sound several times.
3. See Lesson 4 for handling Lesson 48.
4. Add *t* to flash cards.

LESSON 49.

{ test rest }	{ test lest }
{ tot rot }	{ tot lot }
{ tell bell }	{ tell shell }
{ took book }	{ took shook }
{ tap gap }	{ tap map }
{ tain gain }	{ tain main }
{ tag lag }	{ tag bag }
{ tog log }	{ tog bog }

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.

LESSON 50.

Sight sentences.

1. The fog rests over the bay.
2. Tom shot the pop-gun.
3. Tell the dog to look on the log.
4. The bird is hopping to the nest.
5. The bluebells are nodding in the dell.
6. The shell fell on the book.
7. Look! the bad boy is robbing the nest.
8. The pods are popping.

LESSON 51.

(1) jest	(2) jun	(3) job	(4) jab
jay	jell	josh	
jin	jag	jot	

1. Drill from flash cards.
2. Introduce *j*. Children have had *jump* as a sight word. Print the word *jump* upon the board and have the children begin to say it. Have class sound in concert several times.
3. Build above words as in Lesson 4.
4. Add *j* to flash cards.

LESSON 52.

{ jest	pest }	{ jest	test }
{ jot	pot }	{ jot	tot }
{ jab	tab }	{ jab	shab }
{ jell	tell }	{ jell	shell }
{ jay	lay }	{ jay	day }
{ jog	log }	{ jog	dog }
{ jest	lest }	{ jest	nest }
{ jot	lot }	{ jot	not }
{ jab	nab }	{ jab	dab }
{ jell	Nell }	{ jell	dell }

1. Drill from flash cards.
2. See Lesson 5 for above lesson.

LESSON 53.

Review.

(1) jot	(2) wags	(3) lest	(4) fop
Tom	mop	shot	pest
bobbing	God	dotting	sop
lags	sobbing	nooks	forsook
wain	tan	jabs	shopping
lots	mob	joshing	fob
lap-wing	blue-jay	maintain	tab
day-book	ding-a-ling	hayhook	

1. Drill from flash cards.
2. Handle Lesson 45 as you did Lesson 34.

LESSON 54.

(1) unpin	(2) inlay	(3) hand-book
unhand	ingoing	sayest
unhook	inning	saddest
unrest	income	forsook
gayest		

1. Drill from flash cards.
2. Handle above lesson same as Lesson 27.

LESSON 55.

(1) can	(2) cook	(3) cop	(4) cob
cap	cod	cun	cad
cab	cog	Cain	

1. Drill from flash cards.
2. Introduce C. This is the sound made by the little fish when left out of water.
3. Handle above lesson same as Lesson 16.
4. Add *c* to flash cards.

LESSON 56.

{ cook look }	{ cook rook }
{ Cain lain }	{ Cain rain }
{ cod sod }	{ cod nod }
{ cook sook }	{ cook nook }
{ can ran }	{ can tan }
{ cap rap }	{ cap tap }
{ can man }	{ can Nan }
{ cap map }	{ cap nap }
{ cod shod }	{ cod hod }
{ cook shook }	{ cook hook }

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 57.

vain	wain	vain	lain
vest	west	vest	lest
vin	pin	vin	din
vain	pain	vain	dain
van	tan	van	ran
vest	test	vest	rest
vin	win	vin	fin
vain	wain	vain	fair

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.
3. Add *v* to flash cards.

LESSON 58.

Rhymes for sight-reading.

When the sun is in the west,
 Little birds are in the nest,
 And the squirrels are at rest.

Little birds peep,
 Little girls weep,
 Little boys jest,
 And that is the best.

Ding-a-ling,
 Ding-a-ling,
 Who wants to ring the bell?

Ding-a-ling,
 Ding-a-ling,
 "I do," said little Nell.

There was a little girl.
 The girl was Nell.
 She had a little cook-book,
 And it did tell
 The way to cook buns
 And cook buns well.

Come, run on the sand,
And jump on the hay,
Come rest in the nook,
And sing a glad lay.

I took a little bluebird,
I took it from the nest ;
It was the gayest bluebird,
It had the gayest vest.

Ring a ting rest,
Ring a ting rag,
I saw a dog,
And he was tagged ;
I said, " Well, well,"
And his tail he wagged.

LESSON 59.

{ chin	win }	{ chin	pin }
{ chain	wain }	{ chain	pain }
{ chap	lap }	{ chap	nap }
{ chest	lest }	{ chest	nest }
{ chop	top }	{ chop	shop }
{ chin	tin }	{ chin	shin }
{ chap	tap }	{ chap	rap }
{ chest	test }	{ chest	rest }

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.
3. Add *ch* to flash cards.

LESSON 60.

(1) pained	(2) sinned	(3) shinned	(4) looked
bayed	shunned	hayed	cooked
tagged	jogged	tinned	tapped
rained	pinned	chained	booked
belled	robbed	canned	rapped
joshed	shelled	fanned	mapped
wagged	dinned	tanned	hooked
gained	lagged	bobbed	chopped

1. Drill from flash cards.
2. Handle Lesson 60 as you did Lesson 28.
3. Add *ed* to flash cards. Teach children to give it two sounds—*d*, *t*.

LESSON 61.

{ thin din }	{ thin win }
{ thing ding }	{ thing wing }
{ thun shun }	{ thun fun }
{ thin shin }	{ thin fin }
{ thing sing }	{ thing ring }
{ thun sun }	{ thun run }

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.
3. Add *th* to flash cards.

LESSON 62.

Sight sentences.

1. The dog is chained to a rod.
2. The cook chopped the cod.
3. That chap is a fop.
4. The top is too thin.
5. The chest is by the tap.
6. The girl nodded to Bob.

LESSON 63.

{	peep	deep	}	{	peep	sheep	}
{	pin	din	}	{	pin	shin	}
{	weep	deep	}	{	weep	peep	}
{	well	dell	}	{	well	pell	}
{	sheep	weep	}	{	sheep	deep	}
{	shay	way	}	{	shay	day	}
{	deep	seep	}	{	deep	peep	}
{	Dan	san	}	{	Dan	pan	}

1. Drill from flash cards.
2. Known word *sheep*, Primer page 73. Break up word *sheep* to get the word-form *cep* (Lesson 1).
3. See Lesson 5 for above lesson.
4. Add *cep* to flash cards.

LESSON 64.

{	row	chow	}	{	row	wow	}
{	rest	chest	}	{	rest	west	}
{	now	how	}	{	now	mow	}
{	nay	hay	}	{	nay	may	}
{	how	cow	}	{	how	bow	}
{	hook	cook	}	{	hook	book	}
{	pow	how	}	{	pow	mow	}
{	pad	had	}	{	pad	mad	}

1. Drill from flash cards.
2. *cow*—Known word, Primer, page 73. Break up the word *cow* to get the word-form *ow*.
3. Handle above lesson same as Lesson 5.
4. Add *ow* to flash cards.

LESSON 65.

{	king	ding	}	{	king	ping	}
{	keep	deep	}	{	keep	peep	}
{	kin	win	}	{	kin	sin	}
{	kay	way	}	{	kay	say	}
{	kin	fin	}	{	kin	bin	}
{	kay	fay	}	{	kay	bay	}

1. Drill from flash cards.
2. Have class sound *e*. Tell them *k* has the same sound. Have class sound *k* three times.
3. Handle above lesson same as Lesson 5.
4. Add *k* to flash cards.

LESSON 66.

Sight sentences.

1. The cat and the dog had a row.
2. How deep the bay is !
3. The dog said, "Bow, wow."
4. The man may keep the sheep.
5. The chow-chow is in that pan.
6. Now the king nods and bows.

LESSON 67.

(1)	sat	(2)	pat	(3)	mat
	rat		fat		cat
	bat		hat		chat
					that

1. Drill from flash cards.
2. Have class blend short *a* with *t*.
3. Concert work on above lesson.
4. Individual work on above lesson.
5. Add *at* to flash cards.

LESSON 68.

{ sat bat }	{ sat rat }	{ sat fat }
{ sob bob }	{ sob rob }	{ sob fob }
{ mat sat }	{ mat hat }	{ mat rat }
{ mash sash }	{ mash hash }	{ mash rash }
{ that fat }	{ that rat }	{ that pat }
{ than fan }	{ than ran }	{ than pan }

1. Drill from flash cards.
2. See Lesson 5 to handle above lesson.

LESSON 69.

(1) **ram**
sham
ham

(2) **jam**
Sam

1. Drill from flash cards.
2. Have class blend short *a* with *m*.
3. Concert work on Lesson 69.
4. Individual work on Lesson 69.
5. Add *am* to flash cards.

LESSON 70.

{ ram jam }	{ ram Sam }
{ rag jag }	{ rag sag }
{ ham ram }	{ ham Sam }
{ hook rook }	{ hook sook }
{ sham ham }	{ sham Sam }
{ shad had }	{ shad sad }

1. Drill from flash cards.
2. Handle above lesson same as Lesson 5.

LESSON 71.

(1) **rot**
dot
got
jot

(2) **not**
hot
pot
cot

(3) **shot**
lot
tot

1. Drill from flash cards.
2. Have class blend short *o* with *t*.
3. Concert work on above lesson.
4. Individual work on above lesson.
5. Add *ot* to flash cards.

LESSON 72.

<p>{ shot jot }</p> <p>{ sham jam }</p>	<p>{ shot hot }</p> <p>{ sham ham }</p>
<p>{ got lot }</p> <p>{ gag lag }</p>	<p>{ got tot }</p> <p>{ gag tag }</p>
<p>{ cot dot }</p> <p>{ cog dog }</p>	<p>{ cot lot }</p> <p>{ cog log }</p>
<p>{ pot tot }</p> <p>{ pan tan }</p>	<p>{ pot cot }</p> <p>{ pan can }</p>

1. Drill from flash cards.
2. Handle Lesson 72 same as Lesson 5.

LESSON 73.

Sight sentences.

1. The **cat** ran for the **fat** **rat**.
2. Is my **hat** on the **mat** ?
3. The **pot** is not **hot**.
4. **Bat**, **bat**, come under my **hat**.
5. **Nat** may **pat** the **ram**.
6. **Sam** took the **jam**.

*Review.***Group 1.**

sag	bag	nag
sun	bun	nun
say	bay	nay

Group 2.

took	rook	look
test	rest	lest
tag	rag	lag

Group 3.

chin	win	pin
chain	wain	pain
chest	west	pest

Group 4.

keep	deep	sheep
kin	din	shin
kay	day	shay

Group 5.

gap	cap	hap
gad	cad	had
God	cod	hod

Group 6.

thinning	chinning	tinning
wagging	tagging	lagging
mopping	hopping	popping

Group 7.

caps	maps	raps
vests	chests	jests
jobs	sobs	fobs

Group 8.

chained	pained	gained
canned	tanned	fanned
jogged	togged	bogged

Group 9.

chopped	mopped	hopped
cooked	hooked	looked
tapped	sapped	lapped

Group 10.

ash-can	chow-chow	maintain
invest	unchain	obtain
vainest	king-pin	sapling
bow-wow	thinnest	attest
attain	captain	pell-mell

1. The above groups are for individual work. The first nine groups may be read down, up, and across the columns.

LESSON 75.

Sight sentences.

1. The sun went to rest in the west.
2. Dan had a tan cap.
3. The sand is in the tin can.
4. Who tagged me on the hand?
5. Can you hook my sash?
6. We may rest on the way.
7. Unchain the dog.

Rhymes for sight reading.

Ten little ducks,
 With ten little bills,
 Went for a run
 Over the hills ;
 Ten little ducks
 Went into a den,
 Ten little bills,
 Never peeped again.

Little May, tell me how
 To look around,
 And make a bow ;
 Little May, tell me lest
 I look around,
 And make a jest.

Bad little Bill
 Saw a shilling
 In his father's vest ;
 Bad little Bill
 Took the shilling,
 But I'll not tell the rest.

Chow-chow hot,
 Chow-chow chill,
 Chow-chow in the pot,
 Eat with a will.

Sillme, sillme, sillme, sot,
 Some are cold and some are hot.

- (1) Two little kittens,
 Playing by a lake,
 One was Jill
 And one was Jake.
- (2) Jill, he was a cunning wag,
 And said to Jake, "Come and play tag";
 Jake, he was a sleepy kit,
 And did not want to play a bit.
- (3) Jill now took a little thing,
 And round sad Jake he made a ring ;
 Sleepy Jake, he could not rest,
 For cunning Jill was such a pest.

A little tom-tit
 On a tree sat ;
 Under the tree,
 Was a bad tom-cat.

"Mow, mow," said the tom-cat,
 "Fan me with your wing";
 "Peep, peep," said the tom-tit,
 "I'm going to the king."

LESSON 77.

- | | | |
|----------|-----------|----------|
| (1) bray | (2) bring | (3) brad |
| brin | brook | bran |
| brand | brow | broth |
| brain | brag | bram |

1. Have class blend *b* and *r*—br.
2. Have many pupils blend *b* and *r*.

3. Drill upon above lesson, one column at a time, first in concert and then individually.

4. Print *br* upon a flash card. This is the beginning of a set of flash cards containing double consonants.

5. Phonograms from first seventy-six lessons to be reviewed occasionally:

(a) s, r, d, b, g, n, p, f, sh, h, l, m, w, t, j, c, v, ch, th, k.

(b) ay, um, in, and, ain, ing, ell, ook, est, eep, ow, an, ap, ab, ad, ash, af, ag, am, at, ath, od, ob, og, on, op, osh, of, ol-oll, om, ot, oth.

(c) s, ing, ed, est.

LESSON 78.

(1) **tray**
trun
train
trell

(2) **trap**
trow
trod
tram

(3) **traf**
trash
trot

1. Review *br* from flash card.
2. Have class blend *t* and *r*—*tr*.
3. Give above lesson. (See Lesson 77.)
4. Add *tr* to flash cards.

LESSON 79.

(1) **stay**
stun
stand
stin

(2) **stain**
sting
steep
stag

(3) **stam**
stab
stan

1. Review double consonants from flash cards.
2. Have class blend *s* and *t*—*st*.
3. Give above lesson. (See Lesson 77.)
4. Add *st* to flash cards.

LESSON 80.

Sight sentences.

1. **The stag stands by the brook.**
2. **The king is on that train.**
3. **Stay with Nell.**
4. **See the rat in the trap.**
5. **The broth is not hot.**
6. **My hand stings.**
7. **I saw the brain in the pot.**
8. **The trash is in the bag.**

Give the class a moment to prepare each sentence. See that the weaker pupils get called upon. Help them develop any words they can not get.

LESSON 81.

(1) { **is**
iss
id
ib
ig
in

(2) **ip**
 { **if**
iff
ish
 { **il**
ill

(3) **it**
 { **ic**
ick
ith
im

1. Review double consonants from flash cards.
2. Give above lesson. (See Lesson 12.)
3. As the forms above are learned, print them upon flash cards. A little elastic band around each group of flash cards will keep them conveniently arranged for drills or reviews.

LESSON 82.

br

tr

st

(1) **brig**
trill
stick
trib
trick

(2) **still**
brim
trig
brill
stip

(3) **trim**
stiff
brit
trin
trip

1. Review double consonants from flash cards. For variety, initials above columns may be used in reviewing.
2. Review short *i* forms from flash cards. (See Lesson 81.)
3. Give individual work only upon above lesson.

LESSON 83.

s

r

d

b

g

m

w

t

j

c

(1) **miss**
kid
bib
jig
sip

(2) **sick**
with
pig
jib
lid

(3) **hid**
lis
hith
Dick
rim

tiff
dish
rill
dim

hiss
nip
sill
wish

fish
wig
chip
Sif

1. Review the single consonants from flash cards or see Lesson 82, step 1.
2. Review short *i* forms from flash cards.
3. Individual work on above columns.

LESSON 84.

n
v

p
ch

f
th

sh
k

h
l

(1) hiss
rid
pill
kick
did
big
him
chill

(2) dig
dip
chick
kill
kiss
Jip
bill
pick

(3) rip
Jim
bill
nib
mid
chim
will
ship

1. See Lesson 83.

LESSON 85.

Sight sentences.

1. The cow eats bran.
2. The trap had a rabbit in it.
3. I still wish to go.
4. Did you kill the chick?
5. The boy hid the stick.
6. Did you kick Jip?
7. Do not kill the pig.
8. The little chick is sick.

LESSON 86.

(1) ay	(2) eep	(3) af	(4) on
un	ow	ag	op
in	and	am	osh
ain	ap	at	off
ing	an	ath	ol
ell	ab	od	oll
ook	ad	ob	om
est	ash	og	ot

The above lesson may, for variety, be used in reviewing the word forms of the first seventy-six lessons. Columns may be used down, up, and across.

It may be used as a test lesson. Pupils go over forms to see if they know them. Pupil monitors help children with unknown forms.

LESSON 87.

st	tr	br
(1) teller	(2) gayer	(3) sinner
tester	deeper	runner
vainer	jester	dinner
singer	keeper	tinner
payer	trainer	gunner
stinger	stagger	thinner
trapper	batter	winner
dasher	stammer	trotter
trigger	steeper	

1. Review from flash cards the word forms of the first seventy-six lessons—ay, un, in, and so forth.

2. Give above lesson. (See Lesson 28.)

3. Print *er* upon flash cards. Put with other flash cards containing endings *s*, *ing*, *ed*, *est*.

LESSON 88.

Sight sentences.

1. This jam is thinner than that.
2. May I have the batter ?
3. This well is the deeper.
4. The gun has no trigger.
5. Tell Bob to come to dinner.
6. Put the batter in the dipper.
7. The man staggered and fell.

LESSON 89.

	er	est	ed
(1)	dagger	(2) digging	(3) rill
	rabbit	dipper	display
	signal	Dick	did
	rid	bicker	nippers
	sickest	differ	pick
	ripping	dish	fig
	dismay	ship	finish
	fill	until	shilling
	in trin sic	attest	instill
	intrinsic		

1. Review short *i* forms. (See Lesson 95.)
2. Have individuals work out above words.

LESSON 90.

(1)	slay	(2) slag	(3) slap
	slain	slot	slam
	sling	slant	slash
	sleep	slop	slan
	slab	slat	

1. Review double consonants from flash cards.
2. Review short *i* forms from flash cards.
3. Have class blend *s* and *l*—*sl*.
4. Give above lesson. (See Lesson 77.)
5. Add *sl* to flash cards containing double consonants.

LESSON 91.

(1) **gray**
grin
grand
grain
gran

(2) **grad**
grab
grap
grin

(3) **gram**
grog
grat
grot

1. Review double consonants.
2. Review short *i* forms.
3. Have class blend *g* and *r*—gr.
4. Give above lesson. (See Lesson 77.)
5. Add *gr* to flash cards.

LESSON 92.

(1) **flay**
flap
flat
flash

(2) **flag**
fling
flog
flop

(3) **flab**
flam

1. Review double consonants.
2. Review short *i* forms.
3. Have class blend *f* and *l*—fl.
4. Give above lesson. (See Lesson 77.)
5. Add *fl* to flash cards.

LESSON 93.

tr
gr
(1) **slid**
grip
flim
slim
grit

sl
fl
(2) **flit**
grim
slick
flip
grid

br
st
(3) **grill**
slip
flick
slit

1. Review double consonants.
2. Review short *i* forms.
3. Individual work upon above lesson.

LESSON 94.

Sight sentences.

1. See the gray cat.
2. The slat stings the boy.
3. Will you trim my hat?
4. Hand me my slippers.
5. The bird flaps its wings.
6. A slab is flat.
7. The boy slid down the hill.
8. See the rook flap his wings.

LESSON 95.

(1) **il**
ish
if
ip
iss
it

(2) **in**
ig
ill
ib
ic
ith

(3) **id**
iff
is
ick
im

(See Lesson 86.)

LESSON 96.

(1) { **es-**
ess
ed
eb
eg-
egg

(2) **ep**
{ **ef-**
eff
esh
{ **el-**
ell

(3) **et**
{ **ec-**
eck
eth
en
em

1. Give above lesson. (See Lesson 12.)
2. As the columns are learned, print them upon flash cards.

LESSON 97.

(1) set	(2) bell	(3) shed
red	get	hen
den	Ned	led
dell	pen	let
bed	net	men
beg	fed	chess
Ben	pet	then

1. Review short *e* forms from flash cards.
2. Give Lesson 97 as individual work.

LESSON 98.

(1) mesh	(2) then	(3) trellis
ten	wet	sled
keg	step	flesh
them	mattress	in trep id
met	slender	intrepid
stem	fled	ab stain
tresses	fleck	abstain
ingress	instep	

1. See Lesson 97.

LESSON 99.

Sight sentences.

1. The bird has a red bill.
2. Set the keg by the vat.
3. Ben and Ned have a sled.
4. Do not beg for the figs.
5. The hen ran into the fox's den.
6. Set the net in the shed.
7. Dan is rapping with a pen.
8. My instep pains.

LESSON 100.

(1) **clay**
clan
clap
clash

(2) **clad**
cling
clod
clam

(3) **clog**
clat
clot

1. Review double consonants.
2. Review short *e* forms.
3. Have class blend *c* and *l*—*cl*.
4. Give above lesson. (See Lesson 77.)
5. Add *cl* to flash cards.

LESSON 101.

(1) **crin**
cran
crap
crab

(2) **crash**
crag
crook
crop

(3) **crest**
creep
cram

1. Review double consonants.
2. Review short *e* forms.
3. Have class blend *c* and *r*—*cr*.
4. Give above lesson. (See Lesson 77.)
5. Add *cr* to flash cards.

LESSON 102.

(1) **fray**
frain
frag
from

(2) **frow**
frog
frat
froth

(3) **frill**

1. Review double consonants.
2. Review short *e* forms. (See Lesson 105.)
3. Have class blend *f* and *r*—*fr*.
4. Give above lesson. (See Lesson 77.)
5. Add *fr* to flash cards. There are now nine flash cards containing double consonants *br*, *tr*, *st*, *sl*, *gr*, *fl*, *cl*, *cr*, *fr*.

LESSON 103.

Sight sentences.

1. Run away from that gun.
2. A crab has crooked legs.
3. Cling to this rock.
4. The frog hopped over the crag.
5. Clap your hands.
6. Some clams come from the bay.
7. This is the best crop of grain.

LESSON 104.

	cl		cr		fr
	sl		gr		fl
(1)	clip	(2)	crib	(3)	clef
	crick		frit		fret
	Fred		cliff		cred
	clem		fresh		click
	crëss				

1. Review double consonants.
2. Review short *e* forms.
3. Individual work upon above lesson.

LESSON 105.

(1)	it	(2)	is	(3)	egg	(4)	el
	iss		ish		eb		eff
	ic		ig		ed		et
	im		iff		es		eck
	ith		il		ell		eg
	ip		in		esh		ess
	ib		id		ef		en
	if		ick		ep		em
	ill						

(See Lesson 86.)

LESSON 106.

fr	cr	cl
(1) ragged	(2) banded	(3) tatted
fretted	flitted	fatted
dotted	padded	crooked
crested	batted	rested
rotted	gadded	handed
trotted	petted	tested
landed	clotted	branded
potted	nodded	slanted

1. Review from flash cards the short *i* and short *e* forms. The pupils have had thirteen of each.

2. Give above lesson. (See Lesson 28.)
3. Add *ed* to flash cards containing endings.

LESSON 107.

Sight sentences.

1. **The cliff is steep.**
2. **A ragged boy nodded to me.**
3. **A frog rested by a log.**
4. **The cricket sings in the dell.**
5. **Who rested on my bed?**
6. **A crab has crooked legs.**

LESSON 108.

(1) whin	(2) whim	(3) whet
Whig	whit	whether
whip	whither	
whiff	when	

1. Review double consonants.
2. Print *wh* on the board. Ask children how they blow the top off a dandelion. Have several pupils sound *wh*.
3. Give above lesson. (See Lesson 77.)
4. Add *wh* to flash cards. (Not a double consonant, but may go with that set of cards.)

LESSON 109.

(1) **yell**
yon
yes
yet

(2) **yen**
yesterday
yam

(3) **zag**
zest
zig
zigzag

1. Review short *e* forms.
2. Print *y* upon board. Ask class what sound the little mouse makes when caught in a trap.
3. Print *z* upon board. Ask class what is the bee sound.
4. Have several children sound *y* and *z*.
5. Give above lesson. (See Lesson 77.)
6. Add *y* and *z* to flash cards.

LESSON 110.

wh
cr

y
fr

z
cl

(1) **whiff**
zigzag
when
yet
whin

(2) **zest**
whether
yon
whim
yesterday

(3) **yes**
whip
zag
whip
whet

1. Review double consonants.
2. Give above lesson. Individual work only.

LESSON 111.

Sight sentences.

1. The boys are yelling yet.
2. Yes, the cress is fresh.
3. The way is zigzag.
4. Bring the whip to me.
5. When do you brand the cows?

LESSON 112.

(1) { **us-**
uss
ud
ub
ug
ut

(2) **un**
up
{ **uf-**
uff
ush

(3) { **ul-**
ull
um
{ **uc-**
uck

1. Give above lesson. (See Lesson 12.)
2. Put short *u* forms on flash cards as they are learned.

LESSON 113.

	k	th	ch	v	c
	l	h	sh	f	p
(1)	chuck		(2) thunder		(3) cut
	stuck		shut		hush
	tub		muss		public
	stuff		slum		rub
	duck		nut		supper
	brush		jut		mud
	hull		gush		but
	rug		gruff		stub

1. Review single consonants.
2. Review short *u* forms.
3. Individual work on above lesson.

LESSON 114.

Sight sentences.

1. The man dug up a nugget.
2. This mush is too hot.
3. Here is a bud on this plant.
4. How soft your muff is.
5. Hush! Is that thunder?
6. Put the cup by the jug.
7. Will you brush my hat?
8. Where did you get the nuts?

LESSON 115.

br tr

st sl

gr fl

z y

wh fr

cr cl

(1) trumpet

(2) slush

(3) suffer

dull

dug

slug

nugget

null

truck

stun

stutter

fuss

muff

mush

cup

cuff

jug

luck

pucker

puff

bud

rush

flutter

flush

1. Review double consonants.
2. Review short *u* forms.
3. Individual work on above columns.

LESSON 116.

(1) dray

(2) drop

(3) drip

drain

drest

drill

drab

dram

dress

drag

drib

1. Review double consonants.
2. Have class blend *d* and *r*—dr.
3. Give above lesson. (See Lesson 77.)
4. Add *dr* to flash cards.

LESSON 117.

(1) blunder

(2) blest

(3) bled

bland

blot

bless

blain

blab

blemish

bliss

1. Review double consonants.
2. Review short *u* forms. (See Lesson 120.)
3. Have class blend *b* and *l*—bl.
4. Give above lesson. (See Lesson 77.)
5. Add *bl* to flash cards.

LESSON 118.

(1) sway	(2) swag	(3) sweep
swin	swagger	Swiss
swain	swell	swig
swing	swam	

1. Review flash cards containing double consonants.
2. Review short *u* forms from flash cards.
3. Have class blend *s* and *w*—*sw*.
4. Give above lesson. (See Lesson 77.)
5. Add *sw* to flash cards.

LESSON 119.

dr	bl	sw
(1) dregs	(2) drub	(3) bluff
bluster	drug	swill
swell	blunder	drum
swim	dren	swish
blubber	blush	

1. Review short *i* and short *u* forms.
2. Individual work on above lesson.

LESSON 120.

(1) us	(2) ush	(3) ith	(4) ip
ud	uss	ic	if
ub	uff	ib	ish
ug	ul	ill	il
ut	um	ig	im
un	uc	in	ick
up	uck	it	is
uf	ull	iss	iff

(See Lesson 86.)

LESSON 121.

Sight sentences.

1. The web swings in the wind.
2. The man is swimming in the bay.
3. Will you sweep the shed?
4. Please blot this letter.
5. The Swiss live in Switzerland.
6. Drops of sap drip from the tree.
7. This drug will dull the pain.
8. The children swim well.

LESSON 122.

(1) play	(2) plun	(3) pled
plash	plain	plow
plot	plod	plen
plan	plat	plus

1. Review forms of first seventy-six lessons—*ay, un, in, and, am*, and so forth.
2. Have class blend *p* and *l*—*pl*.
3. Give above lesson. (See Lesson 77.)
4. Add *pl* to flash cards.

LESSON 123.

Once I saw a little bird
Come hop, hop, hop ;
So I cried, "Little bird,
Will you stop, stop, stop ?"

Leg over leg,
As the dog went to Dover ;
When he came to a stile,
Jump, he went over.

Peter, Peter, pumpkin eater,
 Had a wife and couldn't keep her ;
 He put her in a pumpkin shell,
 And there he kept her very well.

A bag-pudding the king did make,
 And stuffed it well with plums ;
 And in it put big lumps of fat,
 As big as my two thumbs.

In above rhymes, for sight reading, the words *stilt*, *wife*, *kept*, *pudding*, *thumbs*, may have to be given as sight words first.

LESSON 124.

(1) and	(2) ond
ant	ont
anch	onch
ank	onk

1. Give above lesson. (See Lesson 12.)
An is blended with *d*, *t*, *ch*, *k*.
On is blended with *d*, *t*, *ch*, *k*.
2. As the forms are learned, print them upon flash cards.

LESSON 125.

dr	bl	sw
wh	y	z
(1) rant	(2) lank	(3) drank
blond	honk	clank
thank	blank	shank
fond	pant	pond
rank	bond	brant
sank	crank	tank
frond	flank	ranch
		bank

1. Review short *e* forms.
2. Review forms of Lesson 124. (See Lesson 134.)
3. Give individual work on above lesson.

LESSON 126.

Sight sentences.

1. The plowman plods his way home.
2. The men plan to rob the bank.
3. Thank you for the plant.
4. The dog drank from the pond.
5. Here are ten tin tanks.
6. The brant said, "Honk, honk."
7. The plan is in my blank book.
8. The man is fond of his pet dog.

LESSON 127.

(1) spun	(2) span	(3) spot
spin	spell	spig
Spain	spat	spigot
spit	sped	spill

1. Review short *u* forms.
2. Review forms of Lesson 124.
3. Have class blend *s* and *p*—*sp*.
4. Give above lesson. (See Lesson 77.)
5. Add *sp* to flash cards.

LESSON 128.

(1) ind	(2) end
int	ent
inch	ench
ink	

1. Review double consonants.
2. Review forms of Lesson 124.
3. Blend the above—*in* with *d, t, ch, k*; *en* with *d, t, ch*. (See Lesson 12.)
4. Print upon flash cards as they are learned.

LESSON 129.

	pl	ch	st
	sp	cl	dr
(1)	wind	(2) chink	(3) sent
	drench	pinch	bench
	dint	bend	lent
	send	stench	finch
	pent	clink	clink
	lint	tint	stint
	clinch	wink	rend
	mend	blend	wench

1. Review the forms of Lessons 124, 128.
2. Individual work on above lesson.

LESSON 130.

(1)	hint	(2) sink	(3) dent
	kink	fink	hench
	tend	trend	lend
	went	tint	brink
	French	trench	pink
	rent	link	blend
	flinch	flint	dent
	mint	think	rink

1. Review forms of Lessons 124, 128.
2. Individual work on Lesson 130.

LESSON 131.

Sight sentences.

1. These spots are pink.
2. Lend me your speller.
3. The boy can spin the platter.
4. This flat is for rent.
5. This is a pink tint.
6. The bench is by the trench.
7. Do you think I can spell "trend"?
8. There are ten links in this chain.

LESSON 132.

(1) **pray**
prin
prod
prop
prick

(2) **prest**
prow
prob
problem
proper

(3) **prat**
pug
prim
primer

1. Review double consonants.
2. Review forms of Lesson 128. (See Lesson 134.)
3. Have class blend *p* and *r*—*pr*.
4. Give above lesson. (See Lesson 77.)
5. Add *pr* to flash cards.

LESSON 133.

dr
pl
(1) **plug**
spickest
pressing
plucked
sput
sputter

bl
sp
(2) **prep**
specks
plush
pranks
planted
spanking

sw
pr
(3) **plums**
pref
printed
planks
spend
prink

1. Review endings from flash cards.
2. Review forms of Lessons 124, 128.
3. Individual work on Lesson 133.

LESSON 134.

(1) **ank**
ant
and
anch

(2) **onch**
ond
ont
onk

(3) **int**
ink
ind
inch

(4) **ent**
end
ench

(See Lesson 86.)

LESSON 135.

(1) **unt**
unk
unch

1. Review forms of Lesson 128.
2. Blend *un* with *t, k, ch*. (See Lesson 12.)
3. Put forms upon flash cards.

LESSON 136.

j	t	w	m	r
n	g	b	d	s
(1) runt		(2) chunk		(3) grunt
sunk		punch		bunk
crunch		hunt		hunch
stunt		munch		brunt
junk		hunk		bunch
lunch		slunk		drunk
trunk		blunt		

1. Review short *u* forms.
2. Review forms of Lessons 128, 135.
3. Give individual work on Lesson 136.

LESSON 137.

Sight sentences.

1. Put the dress in the trunk.
2. A hog can grunt.
3. Come to lunch.
4. This plank will do for a prop.
5. The girl pricked her finger.
6. Bring your lunch to me.
7. The dog slunk away and hid.
8. Put all the buds in one bunch.

LESSON 138.

wh

z

y

- (1) **skin**
scan
scab
scoff

sw

bl

dr

- (2) **scat**
scatter
skid
skip

pr

sp

pl

- (3) **Scot**
skill
skim

1. Review double consonants.
2. Review forms of Lessons 128, 135.
3. Have class blend *s* with *c* and *k*—*sc*, *sk*.
4. Give above lesson. (See Lesson 77.)
5. Add *sc* and *sk* to flash cards.

LESSON 139.

(1) { **ac—**
ack

amp

atch

1. Review double consonants.
2. Review forms of Lesson 135. (See Lesson 143.)
3. Have class blend short *a* with *c*; *am* with *p*; *at* with *ch*. (See Lesson 12.)
4. Put above forms on flash cards.

LESSON 140.

- (1) **sack**
cramp
satch
Jack
hatch
track
champ
lack
clamp
catch

- (2) **lamp**
batch
tack
black
stamp
patch
rack
crack
pack
whack

- (3) **stack**
samp
rack
match
tramp
shack
back
thatch
slack
camp

1. Review forms of Lessons 135, 139.
2. Individual work on above lesson.

LESSON 141.

Sight sentences.

1. The girl can skip and hop.
2. That tramp is a scamp.
3. Jack put the junk in a sack.
4. The satchel is black.
5. The eggs are cracking.
6. Come back with those tacks.
7. How many fish did you catch?
8. Tack a sack over the crack.

LESSON 142.

sc

pr

pl

sk

sp

sw

(1) **stray**

(2) **strap**

(3) **stress**

strin

strag

strut

strand

string

strutting

strain

strip

1. Review double consonants.
2. Review forms of Lessons 135, 139.
3. Have class blend *st* with *r*—*str*.
4. Give above lesson. (See Lesson 77.)
5. Add *str* to flash cards.

LESSON 143.

(1) **unt**

(2) **ell**

(3) **eck**

unch

esh

et

unk

ef

en

ac

ep

el

ack

es

em

amp

ed

ec

atch

eb

(See Lesson 86.)

LESSON 144.

(1) {	oc	(2)	otch
	ock		ost
	omp		oft

1. Review forms of Lessons 128, 135, 139.
2. Have class blend short *o* with *c*; *om* with *p*; *ot* with *ch*; *os* with *t*; *of* with *t*. (See Lesson 12.)
3. Print above forms on flash cards.

LESSON 145.

	sc	sk	str
(1)	rock	(2)	notch
	pomp		dock
	stock		cost
	botch		lock
	frost		soft
	tock		frock
	loft		crotch
	flock		clock
	block		jock
		(3)	crock
			romp
			shock
			blotch
			mock
			Scotch
			pock
			lost

1. Review forms of Lessons 139, 144.
2. Give individual work on Lesson 138.

LESSON 146.

Sight sentences.

1. The boy has a rock in his pocket.
2. What did the clock cost?
3. Who lost a strap?
4. The Scotch come from Scotland.
5. The vessel is in the dock.
6. The children play and romp.
7. The clock says, "Tick, tack."
8. A mocking bird is gray and black.

LESSON 147.

(1) quay	(2) quill	(3) quip
quin	quest	quick
quintet	quib	quack
quit	quell	

1. Review double consonants.
2. Review forms of Lessons 139, 144.
3. Print *qu* upon board. Ask class what the dove says. Have several pupils sound *qu*.
4. Give above lesson. (See Lesson 77.)
5. Add *qu* to flash cards.

LESSON 148.

qu	str	sc
(1) scuff	(2) strug	(3) scum
struck	skull	strand
quench	ques	quicken
scant	strick	quiv
skunk	stricken	quiver

1. Review short *i* forms.
2. Review forms of Lesson 144. (See Lesson 156.)
3. Give individual work on above lesson.

LESSON 149.

ed	est	er
(1) bramble	(2) prattle	(3) muffle
uncle	ripple	settle
handle	tinkle	dimple
shuffle	giggle	bramble
haggle	ruffle	candle
shackle	trundle	jiggle
grapple	bubble	rattle
brittle	dribble	nozzle
dazzle	fondle	hobble

1. Review short *e* forms.
2. Show the class that the endings *ble*, *cle*, *ple*, *gle*, etc., sound just like the initials *bl*, *cl*, *gl*, etc.
3. Give above lesson. (See Lesson 77.)
4. Print endings on flash cards.

LESSON 150.

(1) paddle	(2) trickle	(3) drabble
muzzle	dapple	straggle
whittle	mettle	nettle
supple	griddle	crumple
rankle	struggle	gruntle
saddle	battle	speckle
juggle	puzzle	thimble
scuffle	ankle	bundle
stubble	crinkle	chuckle

1. Review short *u* forms.
2. See Lesson 149.

LESSON 151.

Sight sentences.

1. The boy whittles the stick.
2. Put the saddle on the bench.
3. Crack the speckled egg.
4. See the ruffle on the dress.
5. This plant is a nettle.
6. The brook ripples and babbles.
7. Bring a candle or a lamp.
8. Get a bundle of sticks.

LESSON 152.

The children sing in far Japan,
The children sing in Spain ;
The organ with the organ man
Is singing in the rain.

There were two blackbirds,
Sitting on a hill ;
The one was named Jack,
The other named Jill.

April showers
Make May flowers.

Jack be nimble,
Jack be quick,
And Jack jumped over
The candlestick.

Diddle, diddle, dumpling,
My son John
Went to bed
With his stockings on.

Sight words to be learned—*John, far, named.*

LESSON 153.

ble	dle	gle	ple	sle
cle	fle	kle	tle	zle
(1) gland	(2) glib	(3) glut		
glad	glim	Gluck		
glob	glum	glit		
glam	gloss	glitter		
glen	glimmer			

1. Review flash cards containing endings.
2. Have class blend *g* and *l*—*gl*.
3. Give above lesson. (See Lesson 77.)
4. Add *gl* to flash cards.

LESSON 154.

(1) sniff	(2) snuff	(3) snap
snug	snip	snatch
snick	snob	
snicker	snag	

1. Review double consonants.
2. Review forms of Lessons 124, 128.
3. Have class blend *s* and *n*—*sn*.
4. Give above lesson.
5. Add *sn* to flash cards.

LESSON 155.

(1) smell	(2) smash	(3) smock
smut	smat	
smit	smatter	
smitten	smack	

1. Review double consonants.
2. Review forms of Lessons 135, 139, 144.
3. Have class blend *s* and *m*—*sm*.
4. Give above lesson. (See Lesson 77.)
5. Add *sm* to flash cards.

LESSON 156.

(1) ock	(2) uf	(3) ud	(4) uc
omp	up	us	uff
oc	un	ull	uss
otch	ut	uck	ush
ost	ug	um	
oft	ub	ul	

(See Lesson 86.)

LESSON 157.

gl	sn	sm
(1) glad	(2) snap	(3) glen
smack	glimmer	smash
glitter	smell	snatch
snug	gloss	snag

1. Review set of initial flash cards. It now consists of *br, tr, st, sl, gr, fl, cl, cr, fr, wh, y, z, dr, bl, sw, pl, sp, pr, sc, sk, str, qu, gl, sn, sm*.
2. Give individual work on Lesson 157.

LESSON 158.

Sight sentences.

1. Do not smash my thimble.
2. See him smack his lips.

3. The boy snatched the bundle from the girl.
4. See the branch quiver.
5. The dog snapped at the moth.
6. Will you have a sniff of snuff ?
7. The bad boy snatched the plum.
8. Smell the jam cooking.

LESSON 159.

(1) hung	(2) tongs	(3) rang
sang	gang	swung
strung	lung	pong
prongs	clang	fang
rung	flung	song
gong	long	slang
clung	bang	strong
stung	sung	slung
hang	dong	bung

1. Review endings from flash cards.
2. Review forms of Lesson 144.
3. Teach *ang, ong, ung* as if they were sight words.
4. Individual work on Lesson 159.
5. Print *ang, ong, ung* on flash cards.

LESSON 160.

Sight sentences.

1. The bells say, "Cling, clang."
2. The girls play ping pong.
3. Hang the tongs over here.
4. This string is strong.
5. Ring the gong for dinner.
6. Who sang that song ?
7. The swing hung from a branch.
8. Yesterday we strung pop-corn.

LESSON 161.

A was an apple pie.

B bit it.

C cut it.

G got it.

H had it.

L longed for it.

N nodded at it.

P peeped in it.

R ran for it.

W wanted it.

T took it.

As I was going along, long, long,
Singing a comical song, song, song,
The lane that I went was so long, long, long,
And the song that I sung was so long, long, long,
And so I went singing along.

Sight words—*pie, lane.*

LESSON 162.

(1) wh	(2) cl	(3) gr	(4) sc
fr	sw	sp	z
dr	y	sl	tr
cr	fl	pr	str
bl	pl	st	br

(See Lesson 86.)

LESSON 163.

gl

sn

sm

qu

sc

str

(1) **splin**

(2) **splatter**

(3) **split**

splinter

splen

splen

splash

splut

splendid

splat

splutter

1. Review double consonants.
2. Review forms of Lessons 144, 156.
3. Have class blend *sp* and *l*—*spl*.
4. Give above lesson. (See Lesson 77.)
5. Add *spl* to flash cards.

LESSON 164.

kle

fle

cle

zle

ple

gle

dle

ble

tle

sle

(1) **scrap**

(2) **scrim**

(3) **scrib**

scrag

scrub

scribble

scram

scruff

scramble

scratch

1. Review double consonants.
2. Review forms of Lessons 144, 156.
3. Have class blend *sc* and *r*—*scr*.
4. Give Lesson 163. (See Lesson 77.)
5. Add *scr* to flash cards.

LESSON 165.

spl

sm

gl

scr

sn

str

(1) **scribble**

(2) **scratch**

(3) **splendid**

splatter

splutter

splashed

splitting

scramble

scrub

scraps

1. Review double consonants.
2. Review forms of Lessons 144, 156.
3. Have individual work on above lesson.

LESSON 166.

Sight sentences.

1. Do not scribble on my book.
2. See the splinter in my finger.
3. He scrambled out of the nettles.
4. Put the scraps on the tray.
5. Please scrub the steps.
6. This scrim is very thin.
7. The bramble will scratch your hand.
8. Give the scraps to Dash.

LESSON 167.

(1) imp	(2) ift
itch	ilt
ist	

1. Review short *i* forms.
2. Have class blend *im* with *p*; *it* with *ch*; *is* with *t*; *if* with *t*; *il* with *t*.
(See Lesson 12.)
3. Print above forms on flash cards.

LESSON 168.

(1) limp	(2) tilt	(3) whist
hitch	sift	witch
list	fist	listless
gift	stitch	shift
wilt	skimp	hilt
spilt	hist	

1. Review single consonants.
2. Review forms of Lessons 156, 167.
3. Individual work on above lesson.

LESSON 169.

(1) **crimp**
ditch
mist
rift
silt
pitch

(2) **lift**
wist
kitchen
primp
kilt
jilt

(3) **gilt**
swift
switch
scrimp
drift

1. See Lesson 168.

LESSON 170.

Sight sentences.

1. This snuff-box is a gift.
2. The girl is scrubbing the kitchen.
3. See the mist over the bay.
4. These are Scotch kilts.
5. Jack is the pitcher.
6. The hilt of the dagger glitters.
7. The pitch will stick to your skin.
8. Some girls primp and giggle.

LESSON 171.

spl
(1) **twin**
twain
twig
twill

scr
(2) **twit**
twitter
twen
twitch

sm
(3) **twist**
twang
twinkle

1. Review short *e* forms.
2. Have class blend *t* and *w*—tw.
3. Give above lesson. (See Lesson 77.)
4. Add *tw* to flash cards.

LESSON 172.

(1) spray	(2) sprung
spring	sprint
sprain	sprang
Sprat	sprig

1. Review double consonants.
2. Review forms of Lessons 156, 167.
3. Have class blend *sp* and *r*—*spr*.
4. Give Lesson 172.
5. Add *spr* to flash cards.

LESSON 173.

tw	spl	sm
spr	scr	sn
(1) spray	(2) sprint	(3) sprain
twang	twitching	twig
sprig	spring	spray
twisted	twitter	twain

1. Review short *u* forms.
2. Review forms of Lessons 156, 167.
3. Have individual work on Lesson 173.

LESSON 174.

Sight sentences.

1. The **spring** bubbles **over**.
2. Do not **twist** the **string**.
3. Jack **Sprat** could eat no **fat**.
4. The birds **twitter** among the **branches**.
5. The dog **sprang** to get the **stick**.
6. Pick up all the **twigs**.
7. The birds **hop** from **spray** to **spray**.
8. The **twins** have **dotted** **dresses**.

LESSON 175.

(1) ang
ong
ung
imp
ist
ift
ilt
itch

(2) int
inch
ind
ink
ench
end
ent

(3) anch
ant
ank
onch
ont
ond
onk

(See Lesson 86.)

LESSON 176.

(1) softly
boggy
stuffy
muddy
fancy
flabby
clammy
whinny
sloppy

(2) pansy
plenty
tricky
manly
scrubby
Nancy
candy
piggy
quickly

(3) skinny
fondly
chilly
bunny
jelly
shaggy
slippery
glossy
pity

1. Review forms of Lessons 124, 128.
2. Give above lesson. (See Lesson 28.)
3. Put endings *ly*, *by*, etc., upon flash cards.

LESSON 177.

Sight sentences.

1. Billy ate the twigs.
2. This plank is slippery.
3. Eat the candy quickly.
4. Here is a pansy and some holly.
5. Nancy has a muddy dress.
6. Some dogs are shaggy.
7. What a scrubby plant.
8. The frost makes me chilly.

LESSON 178.

(1) Bobby	(2) folly	(3) quickly
sadly	happy	ducky
funny	ditty	snappy
lucky	stubby	fatty
twenty	gladly	vainly
fussy	penny	thinly
dimly	foggy	frosty
lofty	giddy	bidly
holly	cranny	baggy

1. Review all endings.
2. See Lesson 176.

LESSON 179.

Sight sentences.

1. Henny Penny met Ducky Lucky.
2. Here are twenty happy children.
3. The tower is lofty.
4. I will sing you a ditty.
5. He peeped into every crack and cranny.
6. This plot is thinly planted.
7. It is folly to be vain.
8. The morning is dark and foggy.

LESSON 180.

(1) dandy	(2) mainly	(3) kinky
scabby	scanty	cranky
soggy	smutty	Billy
snugly	kitty	blankly
dolly	rusty	gritty
badly	bluntly	shanty
gayly	rocky	hilly

1. See Lesson 178.

Sight sentences.

1. This land is hilly and rocky.
2. The fisherman lived in a shanty.
3. The hook is rusty.
4. Do not use the soggy timber.
5. The little birds rest snugly in the nest.
6. Dolly is badly battered.
7. All were gayly dressed.
8. The witch looked blankly at me.

LESSON 182.

Jack Sprat's pig,
 He was not very little,
 Nor yet very big ;
 He was not very lean,
 He was not very fat—
 "He'll do well for a grunt,"
 Says little Jack Sprat.

Hot cross buns,
 Hot cross buns,
 One a penny, two a penny,
 Hot cross buns.

"Come, let's to bed,"
 Says Sleepy-head ;
 "Stop a while," says Slow ;
 "Put on the pot,"
 Says Greedy-gut,
 "Let's sup before we go."

Hickory, dickory, dock,
 The mouse ran up the clock ;
 The clock struck one,
 And down he run,
 Hickory, dickory, dock.

Sight words—*lean, head, Slow, Greedy, mouse.*

LESSON 183.

spr

- (1) **shrill**
shred
shrug
shrank

spl

- (2) **shrink**
shrimp
shrilly
shrank

scr

- (3) **shriv**
shrivel
shrub

1. Review double consonants.
2. Review forms of Lessons 135, 139, 167.
3. Have class blend *sh* with *r*—*shr*.
4. Give above lesson. (See Lesson 77.)
5. Add *shr* to flash cards.

LESSON 184.

ly

ty

fy

ny

my

gy

ky

dy

sy

py

- (1) **thrash**
throb
throt
throttle

- (2) **thrill**
thrush
thrift
thrifty

- (3) **thrum**
thrust

1. Review double consonants.
2. Review forms of Lessons 144, 156.
3. Have class blend *th* and *r*—*thr*.
4. Give above lesson. (See Lesson 77.)
5. Add *thr* to flash cards.

LESSON 185.

shr

- (1) **shrink**
thrill
shrug
throttle
shrivel

thr

- (2) **throng**
thrust
shrimp
shrill
thresh

tw spr

- (3) **thrum**
shrub
shred
throb
shrank

1. Review endings.
2. Have individual work only upon above lesson.

Sight sentences.

1. Put the shrimps in the kitchen.
2. The little thrush sings softly.
3. Bobby is a thrifty boy.
4. The throng sang gayly.
5. The pansy shrivels in the hot sun.
6. See how those shingles shrink.
7. The bird's nest is under a shrub.

Little Robin Red-breast sat upon a tree,
 Up went Pussy-cat, and down went he ;
 Down came Pussy-cat, and away Robin ran ;
 Says little Robin Red-breast, " Catch me, if you can."

To market, to market, to buy a fat pig,
 Home again, home again, jiggety jig !
 To market, to market, to buy a fat hog,
 Home again, home again, jiggety jog !

Humpty Dumpty sat on a wall ;
 Humpty Dumpty had a great fall ;
 Not all the king's horses, nor all the king's men,
 Could set Humpty Dumpty up again.

Polly, put the kettle on,
 Polly, put the kettle on,
 Polly, put the kettle on,
 And let's drink tea.

Sight words—*Pussy, breast, market, tea, buy, home, great, horses.*

LESSON 188.

(1) **eld**
elt
elm

(2) **emp**
esk
eft

(3) **etch**

1. Review forms of Lesson 167.
2. Have class blend *cl* with *d, t, m*; *cm* with *p*; *es* with *k*; *ef* with *t*; *et* with *ch*.
3. Print above forms upon flash cards.

LESSON 189.

(1) **belt**
held
smelt
temper
skelter
left
fetch
desk
melt
smelter

(2) **weld**
theft
felt
Gretchen
melt
vetch
whelm
swelter
heft
welt

(3) **sketch**
helm
cleft
hemp
smelter
stretch
pelt
helter
bereft

1. Review forms of Lessons 167, 168.
2. Individual work on Lesson 187.

LESSON 190.

Sight sentences.

1. Gretchen held the matches in her hand.
2. He hung the belt on the hook.
3. The rabbits ran helter-skelter.
4. Fetch me a sprig of holly.
5. The butter has melted.
6. Who left the switch on my desk?
7. He held the cup in his left hand.
8. I felt chilly yesterday.

LESSON 191.

As I was going to sell my eggs,
 I met a man with bandy legs,
 Bandy legs and crooked toes,
 I tripped up his heels and he fell on his nose.

A little boy went into a barn,
 And lay down on some hay ;
 A cow came out and smelt about,
 And the little boy ran away.

Sight words—*toes, heels, nose, barn, about.*

LESSON 192.

(1) by	(2) y	(3) zle	(4) gle
ly	ty	tle	fle
gy	sy	sle	dle
fy	py	ple	cle
cy	ny	kle	ble
dy	ky		

(See Lesson 86.)

LESSON 193.

(1) dashes	(2) bunches	(3) pinches
joshes	clashes	meshes
dresses	itches	flushes
ditches	mashes	fusses
blushes	witches	threshes
ranches	fetches	blesses
musses	drenches	stitches
hitches	gashes	patches

1. Review forms of Lessons 167, 188.
2. Give above lesson. (See Lesson 28.)
3. Add *es* to endings.

LESSON 194.

(1) **eft**
esk
emp
etch
elm
elt
eld

(2) **unt**
unch
unk
atch
amp
ac
ack

(3) **oft**
ost
otch
oc
omp
ock

(See Lesson 86.)

LESSON 195.

(1) **lashes**
hushes
brushes
benches
punches
smashes
catches
gushes

(2) **tresses**
flashes
stretches
crunches
stitches
scratches
slashes
cashs

(3) **thrushes**
crashes
finches
presses
matches
lunches
branches
clinches

1. See Lesson 193.

LESSON 196.

Sight sentences.

1. We can hop over the ditches.
2. Stitch some patches on my dress.
3. The fish were held by the meshes of the net.
4. Who pitches the ball to-day?
5. Kitty scratches if you pinch her.
6. Let us set our lunches under the branches.
7. Fetch me the fat duck.
8. The man cashs a check.

LESSON 197.

	shr	spr	scr
	thr	tw	spl
(1)	sail	(2) tail	(3) grail
	rail	jail	snail
	bail	trail	pail
	nail	quail	fail
	hail	flail	mail
	wail	frail	

1. Review all endings.
2. Teach *ail* as if it were a sight word.
3. Give above lesson. (See Lesson 77.)
4. Print *ail* upon flash card.

LESSON 198.

Sight sentences.

1. The ship has sails.
2. Do not step on the cat's tail.
3. The quail ran under some bushes.
4. The trail led to a jail.
5. Do not fail to come Sunday.
6. Hang the pail on the rail.
7. Here is a hammer and some nails.
8. The hail fell suddenly.

LESSON 199.

(1) br	(2) cr	(3) sw	(4) gl
tr	fr	pl	sn
st	wh	sp	sm
sl	y	pr	spl
gr	z	sc	scr
fl	dr	str	tw
cl	bl	qu	spr
sk	shr	thr	

(See Lesson 86.)

LESSON 200.

I live among
The grasses tall ;
I shall be glad
To have you call.

My home is in
An old stone wall ;
So you must know
I'm very small.

Little Robin Red-breast
Sat upon a rail ;
Noddle, naddle went his head,
Wiggle, waggle went his tail.

Sight word—*stone*.

LESSON 201.

(1) **sight**
right
dight
night
slight
bright

(2) **tight**
tightly
fight
light
might
brightness

(3) **flight**
fright
blight
frighten
plight

1. Review forms of Lessons 188, 197.
2. Teach *ight* as if it were a sight word.
3. Give above lesson. (See Lesson 77.)
4. Print *ight* on flash card.

LESSON 202.

Sight sentences.

1. It was a grand sight.
2. He held a light in his right hand.
3. We win by might or by right.
4. The battle began at night.
5. The witches frighten me.
6. Polish the pot and it will be bright.
7. Hand me a candle to light my way.
8. Jip and Dash do not fight.

LESSON 203.

(1) **saw**
raw
daw
paw
law
maw

(2) **taw**
jaw
caw
chaw
thaw
slaw

(3) **flaw**
claw
craw
draw
straw

1. Review forms of Lessons 188, 197, 201.
2. Teach *aw*.
3. Give above lesson. (See Lesson 77.)
4. Print *aw* on flash card.

LESSON 204.

Sight sentences.

1. The bird's claws are strong.
2. The cat's paw is soft.
3. The law books are on the shelf.
4. The daw has its nest in the church tower.
5. "Caw, caw," said the daw.
6. I saw some straw on the wagon.
7. Who took my taw?

LESSON 205.

(1) **trinket**
thicket
limpet
blanket
Muffett
nugget
freshet

(2) **pocket**
quintet
wicket
skillet
locket
hatchet
sonnet

(3) **planet**
racket
cricket
trumpet
rocket
docket

1. Review double consonants.
2. Review forms of Lessons 188, 197, 201, 203.
3. Give above lesson. (See Lesson 28.)
4. Add *et* to endings.

LESSON 206.

Sight sentences.

1. The limpet clings to the rock.
2. Put the blankets in the closet.
3. Little Miss Muffett sat on a tuffet.
4. How bright the rockets are.
5. Hang the locket on the chain.
6. The rabbit hid in the thicket.
7. Chop the kindling with the hatchet.
8. The cricket sings at night.

LESSON 207.

(1) ight
ail
aw
elt
eld
eck
esk
emp

(2) elm
etch
eft
imp
itch
ist
ift
ilt

(3) ang
ong
ung
ock
omp
otch
ost

(See Lesson 86.)

LESSON 208.

(1) ine
ide
ite
ife
ipe

(2) ane
ade
ame
ate

(3) ode
one
ope
obe

(4) ude
ute
une
use

1. Review forms from Lessons 197, 201, 203.
2. Show your class how *e* after *in*, *it*, etc., affects those forms. Have them cover the *e* with a card and say *in*; then uncover the *e* and say *ine*, etc.
3. As they learn above columns, print them upon flash cards.

LESSON 209.

(1) **bine**
pine
fine
shine
line
mine
wine
thine

(2) **side**
glide
stride
pride
slide
bride
chide

(3) **dime**
lime
time
chime
slime
grime
clime

1. Review forms from Lessons 197, 201, 203.
2. Review forms of Lesson 208.
3. Give above lesson. (See Lesson 77.)

LESSON 210.

(1) **kine**
side
crime
whine
hide
shrine

(2) **sublime**
ride
brine
prime
swine
tide

(3) **bide**
cline
incline
wide
twine
chide

1. See Lesson 209, but give individual work only on above lesson.

LESSON 211.

Sight sentences.

1. The pine tree is tall.
2. What makes the sun shine ?
3. Let us hide on this side.
4. The sun shines brightly.
5. That dime is mine.
6. How wide is that trench ?
7. Stretch the line to the shed.
8. The web is very fine.

LESSON 212.

(1) **blame**
frame
flame
came
tame
lame

(2) **skate**
date
rate
plate
gate
crate

(3) **made**
glade
fade
spade
shade
blade

1. Review double consonants.
2. Review forms of Lesson 208.
3. Give above lesson. (See Lesson 77.)

LESSON 213.

(1) **same**
fate
trade
name
flate
inflate

(2) **made**
hate
dame
mate
fame
slate

(3) **late**
game
grade
wade
shame
jade

1. See Lesson 212, but give only individual work on Lesson 212.

LESSON 214.

Sight sentences.

1. My name is Nelly.
2. We like to skate on the pond.
3. How bright the flame is.
4. Who will trade slates with me?
5. We played the same game yesterday.
6. Put the sticks in the grate.
7. Let us wade in the brook.

LESSON 215.

(1) **bone**
shone
lone
tone
stone

(2) **rope**
hope
mope
grope
scope

(3) **rode**
bode
node
code
strode

1. See Lesson 212.

LESSON 216.

(1) scone	(2) mode	(3) rope
grope	pope	lonely
abode	drone	prone
boneless	hopeless	hone
zone	cone	cope

1. See Lesson 212.

LESSON 217.

Sight sentences.

1. A scone is a Scotch cake.
2. I hope this fish is boneless.
3. The tin shone in the sunlight.
4. Put the bones on this plate.
5. Toss the stone to me.
6. I groped for the wall.
7. Here is a lone traveler.
8. The pine cones are falling from the tree.

LESSON 218.

(1) home	(2) huge	(3) cute
kite	smile	prune
safe	strife	stripe
lane	intrude	grape
rude	shape	cube
pipe	ripe	mile
pile	brute	wife
crane	life	sprite
dome	tune	scrape
pane	wipe	tube

1. Individual work only on Lesson 218.

LESSON 219.

Sight sentences.

1. My home is a mile away.
2. The man will prune the grape vines.
3. See that huge brute.
4. The grapes are ripe.
5. What shape is a cube ?
6. Who broke the pane ?
7. How sweetly she smiles.
8. Will you wipe the dishes ?

LESSON 220.

(1) abe	(2) ume	(3) ode	(4) ize
eme	ide	ale	ame
upe	ebe	ule	oke
ile	ane	ate	ute
ome	ime	ife	ape
ade	une	ipe	ote
ite	one	ave	ude
ibe	ope	aze	ole

(See Lesson 86.)

LESSON 221.

Pat-a-cake, pat-a-cake, baker's man.
 So I will, master, as fast as I can.
 Pat it, and prick it, and mark it with T,
 And bake in the oven for Tommy and me.

Come dance a jig
 To my Granny's pig,
 With a rawdy, rowdy, dowdy ;
 Come dance a jig
 To my Granny's pig,
 And pussy-cat shall crowdy.

Little Tom Tucker
Sings for his supper ;
What shall he eat ?
White bread and butter.
How shall he cut it
Without a knife ?
How will he be married
Without a wife ?

Sight words—*master, fast, mark, dance.*

LESSON 222.

I had a little pony,
His name was Dapple-gray ;
I lent him to a lady,
To ride a mile away ;
She whipped him, she slashed him,
She rode him through the mire ;
I would not lend my pony now,
For all the lady's hire.

Cross Patch,
Draw the latch,
Sit by the fire and spin ;
Take a cup,
And drink it up,
And call your neighbors in.

Come, my children, come away,
For the sun shines bright to-day.
Little children, come with me,
Birds and brooks and flowers to see.

Sight word—*neighbors.*

LESSON 223.

Bat, bat,
Come under my hat,
And I'll give you a slice of bacon ;
And when I bake,
I'll give you a cake,
If I am not mistaken.

Old Mother Twichett had but one eye,
And a long tail which she let fly ;
And every time she went through a gap,
A bit of her tail she left in a trap.

Sight words—*mistaken, eye, eight, heard, heaven.*

LESSON 224.

John Cook had a little gray mare ;
He, haw, hum !
Her back stood up and her bones were bare ;
He, haw, hum !

John Cook was riding up Shiller's bank ;
He, haw, hum !
And there his nag did kick and prank ;
He, haw, hum !

John Cook was riding up Shiller's hill ;
He, haw, hum !
His mare fell down, and she made her will ;
He, haw, hum !

The bridle and saddle were laid on the shelf ;
He, haw, hum !
If you want any more, you may sing it yourself ;
He, haw, hum !

Sight words—*riding, laid.*

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